

**Texas Education Agency
Standard Application System (SAS)**

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="text-align: right; transform: rotate(90deg);"> RECEIVED TEXAS EDUCATION AGENCY APR 24 2018 PM 2:00 </div>
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
ESC Region 20		015950	
Vendor ID #	ESC Region #	DUNS #	
7415874681	20	0746058909	
Mailing address		City	State ZIP Code
1314 Hines		San Antonio	TX 78208
Primary Contact			
First name	M.I.	Last name	Title
Carolina		Gonzales	Coordinator III, Instr. Services
Telephone #	Email address		FAX #
210.370.5483	carolina.gonzales@esc20.net		210.503.6516
Secondary Contact			
First name	M.I.	Last name	Title
Janna		Poth	Component Director
Telephone #	Email address		FAX #
210.370.5674	janna.poth@esc20.net		210.503.6516
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jeff		Goldhorn	Executive Director
Telephone #		Email address	FAX #
210.370.5600		jeff.goldhorn@esc20.net	210.370.5750
Signature (blue ink preferred)			Date signed

4/25/2018
April 24, 2017

Only the legally responsible party may sign this application.

701-18-111-130

Schedule #1—General Information

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): N/A	End date (MM/DD): N/A
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Texas Education Agency
Standard Application System (SAS)

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015950

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	015950 ESC Region 20	Dr. Jeff Goldhorn 	210.370.5750 jeff.goldhorn@esc20.net	\$1,210,800
Member Districts				
2.	015917 Southside ISD	Mark Eads	210.882.1600 mark.eads@southside.org	\$92,100
3.	015807 Southwest Preparatory School	Dr. Gary Short	210.829.8017 gary.short@swprep.org	\$70,100
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

Texas Education Agency
Standard Application System (SAS)

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015950

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	015950 ESC Region 20	Dr. Jeff Goldhorn	210.370.5750 jeff.goldhorn@esc20.net	\$1,210,800
Member Districts				
2.	015917 Southside ISD	Mark Eads <i>Mark E Eads</i>	210.882.1600 mark.eads@southside.org	\$92,100
3.	015807 Southwest Preparatory School	Dr. Gary Short	210.829.8017 gary.short@swprep.org	\$70,100
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

Texas Education Agency
Standard Application System (SAS)

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015950

Amendment # (for amendments only):

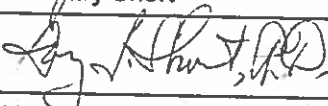
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	015950	Dr. Jeff Goldhorn	210.370.5750	\$1,210,800
	ESC Region 20		jeff.goldhorn@esc20.net	
Member Districts				
2.	015917	Mark Eads	210.882.1600	\$92,100
	Southside ISD		mark.eads@southside.org	
3.	015807	Dr. Gary Short	210.829.8017	\$70,100
	Southwest Preparatory School		gary.short@swprep.org	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

Schedule #5—Program Executive Summary

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Education Service Center, Region 20 (ESC-20), in partnership with Communities In Schools of San Antonio (CIS), proposes to create ESC-20 ACE Community Learning Centers at six schools located in two of our highest need districts that are targeted by our service center for priority services: Southside ISD (SSISD) and Southwest Preparatory School (SWPS), a charter school district. Gallardo Elementary and Losoya Intermediate Schools in SSISD and Northwest Elementary in SWPS are 2017-2018 Priority Schools. The SWPS Northeast Campus, while not on the 2017-2018 Priority School list, absorbed the 3rd – 5th grade students from New Horizons which is identified as a Priority School. The Southeast Campus at SWPS and Heritage Middle School in SSISD have high At Risk populations. The At Risk population at the six schools to be served ranges from 63.8% to 86.7% and the Economically Disadvantaged population ranges from 67% to 90.6%. Both districts serve a majority of Hispanic families, many living below the poverty level.

Community Needs – Many working parents in SWPS do not own vehicles and rely on city buses for transportation, increasing the time of their commute and making it difficult to adjust their schedule. Due to a lack of employment opportunities in SSISD, most parents commute to other areas of the city for work during high-traffic times. While child care is available in both districts, it is expensive so it is not accessible to most families even on a sliding scale. The majority of parents depend on non-working relatives who struggle to help students with homework; particularly reading, writing, and math. Parents report difficulty moving into positions where they can make enough money to support their families because they lack the skills or education required of these jobs. The native language of many students and families in SSISD is Spanish; therefore, SSISD implements a dual language program. Some academic intervention programs are difficult to find in Spanish and require fluent Spanish-speaking teachers. In the 2016-2017 school year, the percentage of students who met grade level expectations on the STAAR exams at SSISD was 29% in reading, 28% in math, and 22% in writing. In SWPS, it was 26% in writing, 16% in math, and 14% in writing. Therefore, literacy and mathematics are student needs that will be prioritized in the ESC-20 ACE.

Budget – Grant funds will support ESC-20 ACE staffing; tutoring, homework assistance, and credit recovery/acceleration; technology; contracted services; transportation; educational field trips professional development; and enrichment activities. All expenses are assigned in order to adequately support grant requirements and expected results, and all expenses are supplemental and do not supplant or duplicate services currently provided.

Management Plan – The ESC-20 ACE Leadership Team, including the Project Director, will lead the ESC-20 ACE program to ensure all program objectives and student/parent targets are met. Data will be reviewed frequently and adjustments made swiftly as warranted. An ESC-20 Community Advisory Council will serve at a high level to review progress and advise/assist with improvements.

Evaluation Plan – A logic model will be established to guide the program and evaluation process. An external evaluator will be contracted and all TEA requirements will be met. Quantitative and qualitative data will be examined in relation to intended results, and the logic model revised and program improved to address findings and ensure maximum impact.

Program – The ESC-20 ACE Program will focus on literacy (including dual literacy), STEM, and career exploration/competencies. The ESC-20 ACE program outlined in this application is designed to meet the needs of the SSISD and SWPS communities; complement and extend school day instruction; meet all TEA program requirements including providing high-quality academic enrichment activities, a broad array of other programs and activities, and meaningful family engagement activities; maximize the effective use of resources; and improve student academic performance on state assessments and core course grades, on-time promotion and graduation rates, school day attendance rates, discipline referrals, and college/career competencies. The ESC-20 ACE program will ensure alignment with the Texas ACE blueprint, and all ESC-20 ACE staff will participate in robust professional development to ensure expertise in implementing best practices that are research/evidence-based.

Statutory/TEA Priorities – ESC-20 ACE includes three 2017-2018 priority schools with an At-Risk population greater than the state (5 pts.), is submitting this proposal jointly with Communities In Schools of San Antonio to expand accessibility to high quality services in the community (5pts.) and is attaching letters of support signed by SSISD and SWPS Trustees regarding sustainability of the program after grant funding ends (5pts.)

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015950			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$836,354	\$	\$836,354
Schedule #8	Professional and Contracted Services (6200)	6200	\$100,788	\$18,000	\$118,788
Schedule #9	Supplies and Materials (6300)	6300	\$257,208	\$	\$257,208
Schedule #10	Other Operating Costs (6400)	6400	\$110,000	\$	\$110,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,304,350	\$18,000	\$1,322,350
5% - \$18,000 <u>indirect costs</u> (see note):			N/A	\$50,650	\$50,650
Grand total of budgeted costs (add all entries in each column):			\$1,304,350	\$68,650	\$1,373,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$162,200	\$	\$162,200
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,373,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$68,650

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 015950		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$75,250
5 Site coordinator (required)	6		\$387,000
6 Family engagement specialist (required)	1		\$37,702
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$499,952
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$214,920
25 6121 Support staff extra-duty pay			\$
26 6140 Employee benefits			\$121,482
27	Subtotal substitute, extra-duty, benefits costs		\$336,402
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$836,354

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluator to Conduct Site Evaluations	\$18,000
2	Parent classes, events, and presentations	\$10,000
3	Student Academic and Academic Enrichment Activities	\$90,788
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$118,788
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$118,788

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015950

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$257,208
Grand total:		\$257,208

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$16,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$40,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$56,000
Remaining 6400—Other operating costs that do not require specific approval:		\$54,000
Grand total:		\$110,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 015950			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Minimum Bachelor's degree in education or related field. Minimum 3 years of experience in educational setting. Successful experience with program development, marketing, implementation and evaluation. Skilled in program management including data and budgets.
2.	Site Coordinator(s)	Minimum Bachelor's degree in education or related field. Successful experience working with high-risk children and families, supervising staff, and working in an after-school or summer school program. Spanish speaking preferred.
3.	Family Engagement Specialist	Associate's degree in education/related field. Experience working in an educational, social service, or family support setting and working with families with diverse cultural and economic backgrounds. Familiar with community service agencies. Spanish speaking preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Target students for recruitment	08/01/2018	05/31/2019
		2. Plan interventions based on needs	08/20/2018	07/30/2019
		3. Implement tutorials and homework help	09/04/2018	07/30/2019
		4. Implement Interventions and enrichment activities	09/04/2018	07/30/2019
		5. Review progress and adjust	09/30/2018	07/30/2019
2.	Improve Attendance Rates	1. Target students for recruitment	08/01/2018	05/31/2019
		2. Plan interventions based on needs and follow up	08/20/2018	05/31/2019
		3. Plan with parents and provide referrals if needed	09/30/2018	05/31/2019
		4. Implement motivational enrichment activities	09/04/2018	07/31/2019
		5. Review progress and adjust	09/20/2018	05/30/2019
3.	Improve Discipline	1. Target students for recruitment	08/01/2018	05/31/2019
		2. Plan interventions based on needs	08/20/2018	07/31/2019
		3. Create improvement plans in collaboration. w/ school staff	09/04/2018	07/31/2019
		4. Provide counseling/referrals if necessary	09/04/2018	07/31/2019
		5. Review progress and adjust	09/30/2018	07/30/2019
4.	Improve promotion rates and graduation rates	1. Target students for recruitment	08/01/2018	05/31/2019
		2. Plan interventions based on needs	08/20/2018	07/30/2019
		3. Implement tutorials and homework help	09/04/2018	07/30/2019
		4. Implement credit and attendance recovery	09/04/2018	07/30/2019
		5. Review progress and adjust	09/30/2018	07/30/2019
5.	Improve career competencies	1. Plan career and college readiness activities	08/01/2018	07/30/2019
		2. Implement TSI, SAT, and TSI preparation	09/04/2018	07/30/2019
		3. Implement career exploration activities	09/04/2018	07/30/2019
		4. Implement college exploration activities	09/04/2018	07/30/2019
		5. Assist students with college applications, financial aid, scholarships, etc.	10/01/2018	07/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Process – Building upon the comprehensive needs assessments currently taking place at SSISD and SWPS, the ESC-20 ACE Planning Team evaluated community needs and resources in a two-step process during April of 2018.

- 1. Surveying Parents and Students** – The ESC-20 ACE Planning Team coordinated with already-scheduled community and school events to connect with parents and survey them one-on-one regarding their needs and the needs of their students. In addition, principals held focus groups at events such as Coffee with the Principal. Online surveys were also made available and promoted. Students were surveyed in class. Students were asked questions about the types of activities they would like, the academic areas in which they need the most help, and initiatives that would motivate them to attend regularly. Parents were asked what they wanted most from the program for their children and from the family engagement component. Also, parents were asked to describe the needs of working families that are not being met with current community and school resources.
- 2. ESC-20 ACE Planning Team** – The ESC-20 ACE Planning team (ESC-20 Instructional Services Component Director and Coordinators, District Assistant Superintendents, and Principals) collaborated with partners to review the data collected, identify gaps between needs and current resources, prioritize these needs, and outline programs and strategies to be carried out in the centers to address those needs.

Results - The following needs were identified as the highest priority:

- SWPS does not offer organized after school activities. SSISD has limited clubs, sports, and activities at the elementary level. Students want an opportunity to participate in enrichment activities such as robotics, coding, art, theatre, music, and sports.
- SWPS and SSISD offer limited after school tutoring. Parents/caregivers report struggling to provide assistance, and students report that they need more help – particularly in the areas of reading, writing, and math.
- In 2016-2017, the percentage of students who met expectations on the STAAR exams at SSISD was 29% in reading, 28% in math, and 22% in writing. In SWPS, it was 26% in writing, 16% in math, and 14% in writing.
- Some academic intervention programs are scarce in Spanish and require fluent Spanish-speaking teachers.
- Many working parents in SWPS do not own vehicles and rely on city buses for transportation, increasing the time of their commute and making it difficult to adjust their schedule. Due to a lack of employment opportunities in SSISD, most parents commute to other areas of the city for work during high-traffic times.
- Available child care is expensive so it is not accessible to most families, even on a sliding scale. Most parents depend on non-working relatives.
- Parents report difficulty moving into positions where they can make enough money to support their families because they do not have the skills or education.
- Only 12.9% of SWPS Southeast Campus students are identified as college ready in reading and mathematics.

Existing community/school resources focused on addressing these needs include one campus offering tutoring with a contractor, partnerships with Alamo Community Colleges, ESC-20 services, public libraries, and school counselors.

Programs and Strategies to Address Needs through ESC-20 ACE –

- Providing homework help, tutorials, credit recovery and engaging activities aligned to TEKS and individual student needs in order to improve on-time promotion and graduation rates, grades, reading levels, and mastery of state exams. Interventions will be conducted in Spanish where appropriate.
- Providing rich and frequent literacy experiences/lessons in English and Spanish for students and providing parents with the skills and tools to provide these experiences at home as well.
- Providing frequent and rich biliterate and bicultural experiences.
- Providing hands-on, engaging STEM activities.
- Providing a safe and enriching environment for students of working parents after school and during the summer at no charge.
- Providing enrichment activities aligned to student interests and parent.
- Providing GED, ESL, and workforce training classes for parents.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

ESC-20 will partner with Communities In Schools of San Antonio (CIS) to implement the ESC-20 ACE program. CIS is a non-profit drop-out prevention agency with a mission to surround students with a community of support, empowering them to stay in school and succeed beyond school. CIS has successful experience collaborating with Texas school districts to implement Texas 21st Century Community Learning Centers and an established relationship with ESC-20

How Partnership will Contribute to Achieving Stated Objectives

Our partnership with Communities In Schools will contribute to achieving the following program objectives:

Improving Performance on State Assessments, Core Course Grades, and On Time Grade Level Advancement

The CIS STEM Department will provide a Launchpad STEM Group at each of the six ESC-20 ACE Community Learning Centers. They will implement a hands-on, motivational curriculum aligned with the TEKS.

Improving School Day Attendance

CIS will assist with monitoring attendance and providing attendance interventions including referrals to community agencies for families who need assistance.

Decreasing Discipline Referrals

CIS will assist with monitoring behavior and providing behavior interventions including referrals to community agencies for students who require intensive support.

Increasing High School Graduation Rate

CIS provides positive social, cultural, recreational, interpersonal skills and experiences.

Improving Student Career Competencies

Launchpad STEM the opportunity to explore the fields of science, technology, engineering, and mathematics.

Increasing Meaningful Family Engagement

CIS will conduct family STEM nights in connection with the Launchpad STEM activities. CIS also connects families in crisis to resources available in the community.

How Partnership will Contribute to Sustaining the Program Over Time

CIS works with an array of community partners who provide wraparound services to students and families. Through the implementation of ESC-20 ACE, SWPS and SSISD will build sustainable relationships with these partners. CIS is also connected to an array of funders to support their programs in schools. Demonstration of the impact the ESC-20 program has on the community will further attract this support.

Additional Partners

In addition to our primary partnership with CIS, ESC-20 ACE will also partner with the following organizations:

Alamo Colleges to provide TSI preparation, TSI testing, college visits, speakers, dual credit courses, and career experiences to students and workforce preparation for parents.

Institute of Texan Cultures to provide presentations, onsite activities, and biliterate/bicultural experiences.

University of Texas San Antonio to provide literacy experiences, college visits, and onsite activities to explore college and careers.

Witte Museum to provide presentations, onsite activities, and STEM/Literacy Activities

San Antonio Public Libraries to provide literacy activities and digital reading materials.

Note: ESC-20 possesses multiple in-house resources that will be leveraged for the ESC-20 ACE Program. Examples include a certified CodeUp.org instructor, adult literacy courses, experts in instructional technology, parent and student events, and master teachers.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ESC-20 ACE Program is strategically designed to improve student performance, attendance, discipline referrals, grade-level advancement, high school graduation rates, and college/career competencies.

Academic Performance and On-Time Grade level Advancement

ESC-20 ACE will provide tutoring and homework assistance. ESC-20 staff will coordinate closely with students' teachers to determine the TEKS that each student needs to master and the strategies/activities that will best complement classroom instruction and school-day interventions. In addition, ESC-20 ACE staff will collaborate with teachers to ensure homework is completed and completed to standard. A daily system will be in place for teachers to send assignments that are missing or incorrectly completed. In addition, ACE teachers and school day teachers will share data on student progress and collaborate to design and implement additional interventions when students are not progressing as planned. Academic enrichment activities in the ACE program will reinforce and extend learning through hands-on, motivational experiences with the content in a variety of contexts. Dual language literacy activities in the ACE program will strengthen reading, writing, and speaking skills for students who have the opportunity to master their native language as they master English.

Attendance

The ESC-20 ACE staff will monitor students' school day attendance and assist with interventions as needed. The program will include multiple opportunities for students to do things they love to do, increasing their motivation to attend school. The Family Engagement Specialist will work closely with parents to stress the importance of attendance and connect them with community resources if financial, health, housing or other stresses are impacting student attendance.

Discipline Referrals

The ESC-20 ACE staff will monitor students' discipline referrals and assist with interventions as needed. The staff will follow behavior plans created by administrators, teachers, and special programs staff and will collaborate with them to modify and/or create additional plans if required. Social and emotional learning and character development will be integrated into the ESC-20 ACE program. The Family Engagement specialist will collaborate with counselors to assist if referrals to community organizations are needed.

High School Graduation Rates

Tutoring and homework intervention provided through ESC-20 ACE will assist students to earn credits for the courses they take and to demonstrate mastery on state exams. In addition, for students who have fallen behind, credit recovery options will be provided. Through the career and college readiness experiences provided through ESC-20 ACE, in collaboration with our partners, students will develop a post-high school plan that will motivate them to continue on a path that will accomplish that plan. ESC-20 ACE staff will coordinate with school counselors and teachers to closely monitor students' progress toward on-time graduation and to plan interventions if needed.

Career Competencies

Career and college readiness will be woven throughout the ESC-20 ACE program. Students at all levels will participate in summer camps such as culinary arts where they will earn certificates modeled after industry certificates. The CIS Launchpad program will explore careers in mathematics, science, engineering and technology. Through our partnerships with Alamo Colleges and UTSA, students will participate in TSI, SAT, and ACT preparation; have opportunities to visit colleges; and receive support in their dual credit, AP, and Career and Technology Education (CTE) coursework. ESC-20 ACE staff and partners will assist students in completing college applications and scholarships. The Family Engagement Specialist and partners will provide workshops for parents on topics such as financial aid, college entry requirements, and college application calendars.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ESC-20 ACE will use best practices, including research and evidence-based practices, to provide activities that will complement and enhance the current programs and services at SSISD and SWPS. ESC-20 is in the business of studying, implementing, and training best practices in education. The collective expertise of the ESC-20 staff across all departments will be leveraged to ensure excellence in every facet of the ESC-20 ACE Program implementation.

Academic Performance

All academic activities that will be implemented in the ESC-20 ACE program will be standards-based - aligned to the TEKS, state assessments, and the Texas College and Career Readiness Standards. We will focus on using strategies demonstrated to provide the greatest impact for At Risk students such as high engagement activities, building relationships between the teacher and the learner, and providing multiple opportunities to practice skills in a variety of contexts. Intervention and enrichment activities will be data driven, designed by examining student performance in comparison to standards and student interests and goals. Student data will be monitored consistently so adjustments can be made based on progress.

Positive Youth Development

Positive youth development will include multiple opportunities for students to develop and apply social and emotional knowledge and skills. Research supports role playing, journaling, storytelling and exposure to multiple, positive role models in a variety of situations as critical strategies for character development. Topics such as bullying, decision making, dealing with at-risk situations, healthy living, and building positive relationships will be addressed through these strategies. A character education curriculum will be implemented at all ESC-20 ACE campuses, along with the opportunities to participate in service learning provided in collaborations with our partners.

Post-Secondary and Workforce Preparation

ESC-20 has expert CTE and College/Career Readiness specialists who will apply their expertise, in collaboration with our post-secondary partners, to provide professional development to the ESC-20 ACE staff in the most effective research and evidence-strategies and share resources that exemplify best practices. In the younger grades, activities will focus on career exploration through activities and presentations from people in various careers and creating a solid foundation in reading, writing, speaking, and mathematics. For our high school students, the focus will shift to alignment with the Texas College and Career Readiness Standards, ensuring academic preparation for post-secondary success.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ESC-20 will implement high-engagement activities, complementing and enhancing the regular academic program and targeted to student needs. Examples of these activities are described below.

Literacy Activities

ESC-20 ACE Community Learning Centers will be print-rich environments that incorporate reading, writing, and speaking into all aspects of the program. One program that will be implemented is a digital system that assesses students to determine their Lexile score and interests and creates a stacked library from which students can select books to read. This digital system will operate on cell phones, tablets, or computers and provides tools to assist students such as vocabulary look-up and audio, accompanied by highlighted text on the screen as it is read. Books are available in English and Spanish, and the system can be used anywhere, anytime so it allows parents to participate in reading with their children at home. The system tracks books read, Lexile scores, and time spent reading. At SSISD, the ESC-20 ACE Community Centers will strengthen the district Dual Language program by providing bicultural opportunities that support students and parents in building academic language in both Spanish and English.

STEM Activities

In addition to the STEM LaunchPad program, students will have the opportunity to participate in activities such as robotics, coding, technology-rich problem solving, 21st century creativity and STEAM through ESC-20 ACE staff and partner-led clubs. For example, the students who participate in robotics will build and program robots and compete in robotics competitions that are game-based and require that the robots perform specific tasks. Depending on the contest, robots may have to shoot baskets or navigate an obstacle course. These activities will be accompanied with the opportunity to learn about the related career field(s).

Youth Development Activities

Students will participate in character and community building activities. One example is a Random Acts of Kindness Club led by student leaders. The focus of this club would be to seek out opportunities to strengthen character development and social/emotional learning that will impact peers, staff, and community members in a positive way and reduce discipline referrals/bullying. High school students may, for example, help new students find the classrooms on their schedule or sit with someone who is eating lunch alone. Students will also participate in structured service learning projects that create solutions to a community need and builds their capacity to become a servant leader.

College and Career Readiness Activities

During the summer, elementary and middle school students will participate in summer camps which allow students to earn digital badges. These digital badges will strengthen their foundation in STEM that will lead to achieving a STEM endorsement or another rigorous endorsement. Camps will include culinary arts, engineering, computer science, health science, business, environmental science, construction, education, and others aligned to student interests based on a career interest inventory. High school students will have the opportunity to engage in mini internships and to work with advisors to research post-secondary institutions with programs in their area of interest, then to visit one or more of those institutions.

Tutoring, Homework Assistance, and Credit Recovery Activities

Tutoring and homework assistance, aligned with state standards, including the TEKS and state assessments, will be provided daily, along with access to credit recovery and attendance recovery opportunities.

Physical Fitness/Wellness

Structured physical activities will be scheduled routinely from opportunities to play traditional team sports to opportunities to explore life-long activities such as nature hikes and swimming.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ESC-20, CIS, SSISD, and SWPS will disseminate information about our ESC-20 ACE Community Learning Centers, including their locations, in a variety of ways. We will:

- Posts on social media.
- Identify our highest need students through data review and referrals from teachers, counselors, parents, and partners, and target these students for enrollment with personal phone calls, emails, and/or home visits.
- Make announcements at community activities (church services, ball games, etc.)
- Share information at school activities (summer school, schedule pick-up, meet the teacher events, etc.)
- Post information at locations throughout the community (library, businesses, churches, doctor's offices and clinics, etc.)
- Submit a press release to community newspapers.
- Post information about the program on school, school district, ESC-20, and partner websites.
- Send text messages to parents through a parent texting system.
- Share information about the program at summer meetings and events such as School Board Meetings.
- Share information through partners.

Information will be shared in both English and Spanish to ensure it is accessible to those who speak either language.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SSISD provides transportation to and from school for students. Most working parents in SSISD commute to different areas of the city to work, leaving home too early to drop students at school and arriving home too early to pick them up from school. Many of those who do not work and many caregivers do not own vehicles. Therefore, the ESC-20 ACE will provide additional bus routes to the current routes in order to transport students home following the ACE program. Funds have been allocated in the budget to support these additional routes.

SWPS schools do not have a specified attendance area and enroll students from anywhere in the city. Therefore, they do not run bus routes and do not own school buses – only vans. Therefore, buses will have to be chartered for large group field trips. Funds have been budgeted to pay for field trip transportation at all centers in both school districts

No transportation is required to ESC-20 ACE Centers as all centers are located at the schools that students attend.

Safety of students when in transit is a primary concern. The SSISD transportation department ensures adherence to all local, state, and federal requirements for the safety of our school buses and the training of our drivers. ESC-20 ACE staff will ensure that any charter bus hired also meets those safety requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ESC-20 ACE will not use volunteers in our program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Sustainability of the ESC-20 ACE program will be made possible through long-term strategic planning. The SSISD and SWPS Boards recognize the high need for this program and have pledged to support the program long-term through its inclusion in Board Goals and long-term financial planning (Board Letters of Support attached).

Through the implementation of ESC-20 ACE; ESC-20, SSISD, and SWPS will strengthen and expand partnerships with community agencies. The support of these agencies, including but not limited to our primary partner, CIS, will contribute greatly to our ability to sustain the program once grant funding ends. High quality program evaluation will play a major role in that as we demonstrate the positive impact that the program has on the community through hard data and the stories of participants. The Community Advisory Council will take a leadership role in this by engaging in a review of the program impact and sharing with their constituents, partners, and/or funders.

Throughout the program, we will build capacity to sustain. The staff involved will have numerous, rich professional development opportunities. Once they become experts, they will be able to train future staff. ESC-20 staff will also continue to provide expert professional development and coaching. Also, many of the materials purchased and activities designed will not need to be replaced annually.

Strategic coordination of programs and associated funding in SSISD and SWPS to include the ACE program will establish the foundation for an integrated funding model in the future as we learn to best leverage all available resources to meet the needs of students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ESC-20, SSISD, and SWPS will effectively use public resources by coordinating federal, state, and local programs to serve students and families participating in the ESC-20 ACE programs. We will ensure data-informed decisions are made regarding the needs of each child and that each child is matched to the most appropriate services across programs, avoiding duplication of services. All services provided through ESC-20 ACE will supplement, rather than supplant, existing services funded by other programs.

Schoolwide Title 1a and State Compensatory Education Programs

The ESC-20 ACE team at each center will coordinate with campus staff and special programs staff to track progress of students identified as At-Risk and to provide interventions and programs that complement the services provided during the school day. For example, teachers will notify the ACE staff if a group of students is progressing using a specific State Compensatory Education program in reading but does not have enough time during the school day to engage in the program to make maximum progress. The ACE staff can then provide extra time for those students with that program after school. The teachers may notify ACE that a student requires an intervention available through ACE that is not available through the Title 1a or State Compensatory Education programs. Similarly, ACE staff may share with teachers, counselors, and administrators specific strategies used in the ACE program that are showing positive results to inform the other programs. The ESC-20 ACE Family Involvement Specialist will coordinate with staff implementing the Title 1a Parent Involvement Program to provide services for which parents have expressed a need/interest that the Title 1a program is unable to provide given available resources. Each will also encourage parents participating in one program to take advantage of the benefits of the other, maximizing services to families.

Child Nutrition

SSISD participates in a program to provide, free of charge, three meals a day to students. The ESC-20 ACE staff will coordinate with the child nutrition department so that ACE students participate, increasing the number of students who receive a nutritional dinner. ESC-20 will also coordinate with SWPS to apply for a similar program. The Family Engagement Specialist will work with families who are struggling with having sufficient food to feed their families on the weekends and school holidays to connect them to community resources. Meals will be provided during the summer ACE program.

Tutoring

SSISD and SWPS offer limited after school tutoring. The ESC-20 ACE program will provide additional, targeted interventions through the ACE tutorial, homework help, and credit recovery programs. In addition, ESC-20 ACE will provide engaging academic enrichment activities such as video game programming and science walks to reinforce and extend learning.

Special Programs

ESC-20 ACE staff will work closely with special programs staff (Bilingual/ESL, Special Education, Homeless/Foster, CTE, and other special programs) to ensure a fully inclusive environment where all ACE students are set up for success.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Julian C. Gallardo Elementary 1300 Del Lago Parkway San Antonio, Texas. 78221		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	015917106					
	Cost per student	\$1,000					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
	117		59				
			Feeder school #1		Feeder school #2		
Campus name		N/A					
9-digit campus ID number							
Estimated transportation time							
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Losoya Intermediate School 1610 Martinez Losoya Road San Antonio, Texas 78221		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	015917103					
	Cost per student	\$1,000					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
	117		59				
			Feeder school #1		Feeder school #2		
Campus name		N/A					
9-digit campus ID number							
Estimated transportation time							
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Heritage Elementary School 3223 S. Loop 1604 E. San Antonio, Texas 78264		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	015917104					
	Cost per student	\$1,000					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
	117		59				
			Feeder school #1		Feeder school #2		
Campus name		N/A					
9-digit campus ID number							
Estimated transportation time							

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Southwest Prep. School Northwest Elem. 4151 Culebra Rd. San Antonio, Texas 78228		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	015807101				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		75	Parent/legal guardian target (in proportion with student target):		38
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		N/A			
9-digit campus ID number						
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Southwest Preparatory School Southeast 735 S. W. W. Rd. San Antonio, Texas 78220		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	015807002				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		75	Parent/legal guardian target (in proportion with student target):		38
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		N/A			
9-digit campus ID number						
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Southwest Preparatory School Northeast 1258 Austin HWY San Antonio, Texas 78209		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	015807001				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		75	Parent/legal guardian target (in proportion with student target):		38
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name:						
9-digit campus ID number						
Estimated transportation time						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ESC ACE team will be led by the ACE Project Director who will report to ESC-20 Component Director of Instructional Services and will be supported and guided by the ESC-20 ACE Leadership Team comprised of the ESC-20 Instructional Services Component Director and Coordinators, District Assistant Superintendents, and Principals, along with the ACE Project Director. The ACE Community Advisory Council will serve as high level advisory board for the leadership team. The ACE Family Involvement Specialist will report to the ACE Project Director. Each of the six community learning centers will be led by ACE site directors who will report to the ACE Project Director with guidance from school principals and will supervise the ACE teachers. All salaries have been fully funded in the proposed budget including after school and summer work hours and ACE professional development. Because recruiting and retaining high quality staff is vital to program success, ESC-20 will publish vacancies as soon as the award is announced in a variety of forums designed to reach a large pool of applicants with the qualifications and experience required. ESC-20, in collaboration with the school districts, will actively recruit prospective high-quality applicants and design an interviewing and selection process to identify the best candidates. Ongoing professional development and coaching is also key to high-performing staff. ESC-20 ACE staff will attend all TEA required and recommended training, and the budget has been designed to support associated costs.

Each ESC-20 ACE Community Learning Center will operate after school and during summer breaks. Transportation will be provided for SSISD students who typically ride school buses from the centers to their homes. Supplemental funds for extra bus routes are included in the program budget. Center activities will include tutoring and homework assistance, academic enrichment activities, youth development activities, physical fitness/wellness activities, college and career readiness activities, credit recovery opportunities, educational field trips, speakers, and special events. Activities will be led by ESC ACE staff and partners. The ACE Project Director will coordinate all services from partners. All center activities and the necessary materials and services to provide them have been included in the program budget.

The operations plan is designed to meet all program objectives and student service targets. This will be consistently monitored by the ESC-20 ACE Project Director and the ESC-20 ACE Leadership Team. The ESC ACE Leadership team will meet monthly to review data describing progress toward program objectives and student service targets. This data will inform any program adjustments or supports required to improve progress. The ESC ACE Community Advisory Council will meet quarterly, and the ESC-20 ACE Leadership team will present program results and solicit input at each meeting.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ESC-20 will ensure that all TEA-required data is collected, reported, and analyzed for program evaluation and improvement per Texas ACE guidelines and schedules. Creating a data collection plan and supporting implementation of the plan will be a priority for the ESC-20 ACE Leadership Team. Program and student data will be used to continually monitor, inform, and adjust the ESC-20 ACE program to ensure program objectives and student targets are met.

ESC-20 ACE will contract with an external evaluator to evaluate our Texas 21st Century Community Learning Center Grant Program. We will follow the guidelines in the appendices of the Texas ACE Blueprint to select a highly qualified evaluator and work closely with him/her to implement the evaluation of the ESC-20 ACE program as required. The evaluation will be based on a logic model created by the ESC-20 ACE Leadership Team.

The evaluation will consist of four components spanning the course of the grant year:

Fall, 2018

Answer the question, "Does a well-designed program exist?" by examining the logic model.

Following the End of Fall Semester, 2018

Answer the question, "Are the program components being implemented as planned?" by examining the alignment of the program practices to the design as expressed in the logic model.

Spring, 2019

Answer the question, "Are program activities developed, and are students and parents participating?" by examining activity and participation data.

Summer, 2020

Answer the question, "Was the program implemented effectively and did it make a difference?" by examining outcome data, comparing outcome data to a comparison group, and comparing fall and spring data.

At each of these four points in the evaluation process, the ESC-20 ACE Logic Model will be reviewed and revised for program improvement.

The evaluator will use quantitative and qualitative measures including performance and participation data, examining artifacts, observing center activities, and interviews. Evaluation results will be shared with the ESC-20 ACE Team, the ESC-20 ACE Leadership Team, and the ESC-20 ACE Community Advisory Council to inform program improvement. The evaluations will also be submitted to TEA.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015950

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015950

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015950

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015950

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015950

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015950

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015950

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 015950		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: